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SPANISH

Escrich's Fortuna and El Placer de no Hacer Nada. Edited, with Introduction, Notes, and Vocabulary, by EDWARD GRAY. Boston: Ginn & Co., 1907. Pp. 82. \$0.50.

ESPERANTO

Esperanto in Twenty Lessons. By C. S. GRIFFIN. New York: A. S. Barnes & Co., 1907. Pp. 100.

SCIENCE AND MATHEMATICS

A Field Book of the Stars. By WILLIAM TYLER OLCOTT. New York and London: G. P. Putnam's Sons, 1907; Chicago: A. C. McClurg & Co. Pp. 163. With 50 diagrams.

Evolution and Animal Life. An elementary discussion of facts, processes, laws, and theories relating to the life and evolution of animals. By DAVID STARR JORDAN AND VERNON LYMAN KELLOGG. New York: D. Appleton & Co., 1907. Pp. 489. Illustrated. \$2.50.

Elements of Plane and Spherical Trigonometry. By JAMES HOWARD GORE. New York and London: G. P. Putnam's Sons, 1907. Pp. 200.

HISTORY AND CIVICS

A History of Commerce. By CLIVE DAY. New York: Longmans, Green & Co., 1907. Pp. 626.

When America Was New. By TUDOR JENKS. New York: Thomas Y. Crowell & Co., 1907. Pp. 320. Illustrated. \$1.25.

GEOGRAPHY

Larger Types of American Geography. Second Series of Type Studies. By CHARLES A. McMURRAY. New York: The Macmillan Co., 1907. Pp. 271. \$0.75.

MISCELLANEOUS

A Tuscan Childhood. By LISI CIPRIANI. New York: The Century Co., 1907. Pp. 269. \$1.25.

Good Stories from the Ladies' Home Journal. Philadelphia: Henry Altemus Co., 1907. Pp. 128. Illustrated. Illuminated boards, \$0.50.; ooze calf, boxed, \$1.00.

NOTES AND NEWS

The report of the Committee of Seventeen on the Professional Preparation of High-School Teachers will be published entire in two ways: (1) in the 1907 volume of *Proceedings* of the National Educational Association, (2) as a separate monograph. The separate papers of every member of this committee will appear in this volume.

Professor Edwin G. Dexter of the University of Illinois has been appointed commissioner of education for Porto Rico and has entered upon

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his duties, having been granted leave of absence for an indefinite period by the university.

The New York Public Library announces that books for the blind will be sent free by mail to the nearest post-office, although they may not be delivered by letter-carriers.

In addition to the committees noticed in our September issue the board of directors at the Los Angeles meeting of the N. E. A. authorized the appointment of the following committees of investigation, and made an appropriation of \$500 for the expenses of each, viz.: on the culture element in education, on the system of teaching morals in public schools, on industrial education in rural schools, on shortage of teachers, on provisions in public schools for exceptional children, and on courses in manual training for elementary schools.

"A bill to provide an annual appropriation for industrial education in agricultural high schools and in city high schools, and for branch agricultural experiment stations" was introduced in the House of Representatives by Congressman Davis of Minnesota. It is expected that this

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will be considered during the coming session. The part relating to high schools is as follows:

Be it enacted, etc., That there shall be, and hereby is, annually appropriated, out of any money in the Treasury not otherwise appropriated, to be paid, as hereinafter provided, to each State and Territory for the maintenance of instruction in agriculture and home economics in agricultural high schools of secondary grade and instruction in mechanic arts and home economics in city high schools of secondary grade, a sum of money equal to 10 cents per capita of the population of each State and Territory, respectively, as shown by the last preceding national or State census, as shall be apportioned by the Secretary of Agriculture and estimated for in the annual estimates submitted to Congress for the Department of Agriculture: *Provided*, That the funds thus appropriated shall be used only for instruction in agriculture, mechanic arts, and home economics, and that all States and Territories and all schools accepting these funds shall provide other funds with which to pay the cost of providing the necessary lands and buildings and of instruction in all general studies required to make well-rounded high-school courses of study: *And provided further*, That not less than one-half of the sum thus appropriated to any State or Territory shall be expended for instruction in agriculture and home economics in agricultural high schools maintained under

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State authority in rural communities, and the number of such agricultural high schools which shall be entitled to receive the benefits of this act in any one State or Territory shall not exceed one school for each ten counties in that State or Territory.

The *Mantel, Tile, and Grate Monthly* for August has an article which is of interest to teachers of design in technical high schools and manual-training schools. Written from the standpoint of the tile business, it notes that while tile is useful it is also decorative, and can best be handled by salesmen who have taste and who can give advice as to color schemes and designs especially fitted for individual demands. The writer welcomes the fact that our technical high schools and manual-training schools are training pupils in drawing, designing, and the use of colors. He points out that other artistic industries are waking up to the fact, and go to these schools for promising boys to go to their employ on graduation. Proficiency in drawing and display of taste will enable a man to be doubly useful as a salesman.

Many managers and salesmen have excellent ideas, much better ideas, in fact, than the draughtsmen in a tile factory can possibly have, because they come in contact with decorative architects and such of the public which have ideas and good taste. But they are not able for the lack of training in the use of their pencil and the water-color brush to put their thoughts in shape. It takes too long for them to write to the factories about it, and even when they do, the designer in the factory generally misses the point, and makes it something conventional and so the idea is lost. But if this man had a young fellow with him in the office with such training as we have spoken of, he could carry out his ideas on paper for him at odd moments, when he is not engaged in other work. The set of sketches would be of the greatest service to him in the course of a little time in getting better prices in the run of small jobs and ultimately for the larger. . . . The writer has seen a half-dozen beautiful water-color sketches from the factories thrown over in an architect's office in favor of a rough sketch on manilla paper jotted down in the architect's presence by a young fellow who saw what the architect wanted, and by the aid of his facility with his pencil could show him that he was able to give it to him.

Under the provisions of an act of Congress approved August 30, 1890, there has been paid annually for some years by the federal government, the sum of \$25,000 to each state and territory for the more complete endowment and support of colleges of agriculture and the mechanic arts. By an act of March 4, 1907, provision is made for an annual increase of that appropriation by the sum of \$5,000, over the amount for the preceding year, until the annual appropriation to each state and territory reaches the sum of \$50,000, which shall be the amount to be appropriated annually thereafter. Part of the increase of the appropriation may be expended for the preparation of teachers of elementary agriculture and mechanic arts. The duties connected with the administration of these provisions of Congress are performed by the Bureau of Education.

The appropriations made by the Fifty-Ninth Congress for the two years 1907-1908 to the Bureau of Education are respectively \$173,190 and \$275,260.

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Of this, \$100,000 for the first year and \$200,000 for the second are for the education and support of the schools for the Alaskans, Indians, and other natives. All the expenditures of money appropriated for school use in Alaska are under the supervision of the commissioner of education.

The last report of the committee of education (for the year ending June 30, 1904) shows a continuance of the decline in the percentage of high-school students studying Greek. In view of this it is interesting to note that the colleges are in some cases taking up the work of elementary Greek. Thus Brown University announces that its course in elementary Greek will be continued. Every year about half a dozen men (and the same number at the Women's College) begin the study of Greek in the university. In one year they do about what is done in two or three years in the preparatory schools and are then ready for the regular course in freshman Greek.

Dr. Arthur McDonald, in a paper read before the American Psychological Association gave as the result of his pain measurements on different classes of individuals the following result among others:

1. Girls in private schools, who are generally of wealthy parents, are much more sensitive to pain than girls in the public schools. It would appear that refinements and luxuries tend to increase sensitiveness to pain. The hardihood which the great majority must experience seems advantageous. This also accords with our previous measurements, that the non-laboring (professional and mercantile) classes are more sensitive to pain than the laboring classes.

2. University women are more sensitive than washerwomen, but less sensitive than business women. There seems, however, to be no necessary relation between intellectual development and pain sensitiveness. Obtuseness to pain appears to be due more to hardihood in early life.

3. Self-educated women, who are not trained in universities, are more sensitive than business women. The greater sensitiveness of self-educated women as compared with university women may be due to the overtaking of the nervous system of the former in their unequal struggle after knowledge.

4. Girls in the public schools are more sensitive at all ages than boys. This agrees with the results of our previous measurements that women are more sensitive to pain than men. But this does not necessarily refer to endurance of pain.

The University of Illinois has called Professor Goss of Purdue to a position of dean of the College of Engineering and director of the School of Railway Engineering. This school is newly organized, and will include training for railway organization and operations as well as railway engineering.